Quality Assurance / Quality Improvement Programme for Academic Units

2003-2004

Quality Improvement Plan

for Fiontar

25 January 2005

Peer Review Group (PRG) visit	3 – 5 March 2004
Final PRG Report received	10 May 2004
Unit Quality Improvement Plan received	8 November 2004
Follow-up Meeting held	20 December 2004

Follow-up Process

- Following receipt of the finalised peer review group report on 10 May 2004, the Director of Quality Promotion sent copies to:
    - the Director of the *School*, who ensured that a copy was made available to all members of staff and informed the *School* of the requirement to produce a unit response (in consultation with the Dean of the Faculty of Humanities and Social Sciences)
    - the President, other member of Executive and the Quality Promotion Committee

- The Director of the *School* sent the *School* (and Faculty) Response to the Director of Quality Promotion on 8 November 2004.

- The Director of Quality Promotion convened a follow-up meeting on 20 December 2004 which involved the following participants:

    - *Representing the Quality Promotion Unit*
        - Dr Padraig Walsh (Chair)
    - *Representing the* School
        - Dr Caoilfhionn NicPhaidin (Director of *School*)
        - Dr Peadar O'Flatharta
    - *Representing the Faculty*
        - Dr Eithne Guilfoyle (Dean)
    - *Representing Senior Management*
        - Prof. Albert Pratt (Deputy-President)
    - *Representing the Peer Review Group*
        - Prof. Martin Clynes (National Institute for Cellular Biotechnology)

- Following the above meeting, the Quality Improvement Plan was drafted and sent for consideration by Executive on 25 January 2005

- Following approval of the Quality Improvement Plan, the Director of Quality Promotion will prepare a summary report incorporating the Peer Review Group Report and the Quality Improvement Plan for consideration (and approval) by the Governing Authority on 10 February 2005

- The Peer Review Group Report, the Quality Improvement Plan and the Summary Report to Governing Authority will then by published on the university website .

Contents

1. **INTRODUCTION**

This Quality Improvement Plan follows the School Assessment Report and the Peer Review Group report as the third outcome of the Quality Improvement Review undertaken by Fiontar. Fiontar has followed the procedures as set down by Dublin City University under the Universities Act.

Fiontar has found the review to be of great benefit and expresses its gratitude to the members of the Peer Review Group who visited Fiontar and DCU in March 2004 and subsequently made their recommendations in the form of the Peer Review Group (PRG) report (May 2004).

In particular we wish to thank the Peer Review Group:

> Dr. Donncha Ó Maidín, Department of Computer Science & Information Systems, University of Limerick, Limerick (Chair)
>
> Prof. Maureen Murphy, Department of Curriculum & Teaching, Hofstra University, Long Island, New York, USA
>
> Prof. Brendan Whelan, Director, Economics & Social Research Institute, Dublin
>
> Prof. Martin Clynes, School of Biotechnology, DCU
>
> Ms. Sheelagh Wickham, School of Nursing, DCU (Rapporteur)

for the supportive and encouraging way that they conducted their business and for their valuable recommendations and insights.

FIONTAR was established in 1993 in Dublin City University to develop and deliver interdisciplinary programmes through the medium of Irish. Entrepreneurship, as the name Fiontar implies, is the core theme. The BSc in Finance, Computing and Enterprise degree was its first offering and enrolled students in 1994. This marked the first occasion on which a primary degree was offered completely through the medium of Irish, in any university, other than degrees in aspects of the Irish language itself. Until then the emphasis was on the teaching of literature and language. The aim of the new degree was to provide skills, in particular financial and computing skills, and at the same time to emphasise national identity in a European context.

Since the establishment of the State the educational system at third level has a recognised role regarding the revival of the Irish language. Irish is a required subject in Matriculation for entrance to NUI colleges and University College Galway was assigned a special role. The Galway campus was to serve as a model campus for the Irish language and provision would be made for programmes taught through the medium of Irish. Studies of Irish and of aspects of Irish literature were carried out in Galway and in all other Universities. However, Irish-medium provision at undergraduate level, has been patchy at best.

During the 1980s commentators such as the well known historian Professor Joseph Lee pointed out the association between cultural identity on the one hand and economic development and progress on the other. He focussed on the poor state of the Irish economy at the end of the 1980s and the healthy economies of countries such as Denmark and Finland - countries which promote and cultivate their native languages. (Lee 1989).

Professor Lee maintained that it was not necessary to abandon one's native language in favour of acquiring a major world language in order to make economic progress – a view that was common in Ireland at the time and is indeed still prevalent. The following is a quotation from Professor Lee:

> "The Irish have learned less effectively from the English speaking world than the countries who retained their own languages. Precisely because of their independence of language, and their knowledge of a wider range of languages, enabled them to preserve independence of mind, they were able to choose more discriminately among those features of English experience more appropriate to their own circumstances" (Lee 1989:667).[1]

This view has been the underlying philosophy for FIONTAR from the start. Since all subjects would be taught through the Irish language and all administration carried out through Irish, students would emerge who would be independent of mind and entrepreneurial in their behaviour. Such students would greatly contribute to national development and would act as pioneers in the economic and social life of Ireland – some establishing their own enterprises and creating employment.

This period also saw an increase in the demand for all-Irish education at first and second level. Approximately 30,000 pupils were attending all-Irish education and demand increased annually. FIONTAR would facilitate such students to continue their education through the medium of Irish at third level.

It was recognised from the beginning that the project required a dedicated academic and administrative staff who shared the FIONTAR philosophy in order that the initiative might succeed.

At the time of the QA visit Fiontar provided two taught programmes and academic arrangements for a third degree were being processed through the university systems.

- BSc in Entrepreneurship with Computing/Applied Irish (FRGF)
- MSc / Graduate Diploma in Business and Information Technology (MNTE).

The third programme Certificate/Diploma/MA in Bilingual Practice has since commenced with its first intake in autumn 2004.

The school adopted a proactive approach to the Quality Assurance/Quality Improvement process. It was viewed as a welcome opportunity to take stock of the work that had been undertaken by Fiontar for the previous decade and

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[1] Lee, J. J. (1989) Ireland 1912 – 1985: Politics and Society. Cambridge University Press.

to plan for the future. Fiontar staff embraced the process and the size of the school allowed for active participation of all staff in the process.

The Peer Review Group described the Self Assessment Report as "comprehensive and its content was validated in the discussions that were held by the PRG with staff, students and others." The school was heartened by the findings of the PRG report and in its description of Fiontar as "an active dynamic School…has a strong emphasis on teaching and the development of the student to enable the graduate to function well in employment."

Fiontar was also encouraged by the support of the President and senior management of DCU for the development of Fiontar in the future and especially in the words of the President as quoted in the report "Fiontar epitomises the ethos of DCU."

2. RESPONSE TO RECOMMENDATIONS IN THE PEER REVIEW GROUP REPORT

The Peer Review Report echoed many of the issues which were highlighted in the Self Assessment Report in summarising the School's strengths and weaknesses, organisation, management, teaching, research and resources. Each recommendation is commented upon in detail in the following section. The scope of the PRG report did not allow the expert group to consider the more macro issues that strongly impact on the work of the school and its future development. These areas include the status of the Irish language in Ireland, the resource implications that arise from the funding model currently employed in funding third level education in Ireland and the additional burdens and obstacles which Irish-medium delivery places on the School and its staff. These issues must be addressed in Fiontar's five-year development plan.

The PRG report presented its recommendations using the following criteria:

Recommendations for and *Responses to* Quality Improvement

P1: A recommendation that is important *and* requires urgent action.

P2: A recommendation that is important, but can (or perhaps must) be addressed on a more extended timescale.

P3: A recommendation which merits serious consideration but which is not considered to be critical to the quality of the ongoing activities in the School.

- S: School
- F: Faculty
- U: University Executive/Senior Management

The School response deals with P1 recommendations first, followed by P2 and then P3.

P1: A recommendation that is important *and* requires urgent action.

Recommendation in Peer Review Group Report	Response in Quality Improvement Plan
(The appropriate level of the response is given in brackets, be that at the level of the School **(S)**, Faculty **(F)** or University Executive/Senior Management **(U)**	
Background and Context	
P1.1 DCU policy relating to Irish language needs to be clarified. University needs to have a more significant "Irish" presence on campus. Need for positive discrimination. PRG recommends that Fiontar provide input to this process. Increase the visibility of Irish in DCU e.g. increase Irish signage around the University. Include within all DCU job advertisements a welcome for those who are fluent in Irish language. Care taken to optimise the deployment of such staff so that services in Irish can be provided to staff, students and the public, thereby helping DCU to meet its statutory and legal obligations. **(S, U)**	The School has received continued support from DCU since its establishment more than 10 years ago. Via Fiontar, the University supports tertiary education through the medium of Irish in a unique and innovative way and this has been recognised widely in both the academic and language community. Further development of the School depends however on clarification regarding future resourcing, both from DCU and from government. The School believes that it cannot develop in the absence of an acknowledgement by funding authorities, both external and internal, of the additional costs inherent in Irish-medium provision. Regarding the broader issue of the Irish language on campus, it is important to note that since the PRG visit important articles of the Official Languages Act 2003 have been signed into law. In particular DCU has been listed among the first 25 of 650 public institutions, which are required to prepare A Language Scheme under the Act. Responsibility for preparation and implementation of the Act rests with the University. The School envisages that a central element of the DCU language scheme will continue to be delivery of academic programmes through Irish in Fiontar. The School is also willing to advise and support the University in its broader role of implementing language policy, and may be able to facilitate the delivery of particular services which the University is required to provide. The services of an Irish language officer are no longer regarded by the HEA as a special initiative. Targeted funding is no longer available and this post in Fiontar is now terminated. The language policy of DCU is now required by law to be formulated and implemented across the university. The School welcomes the opportunities that the language legislation affords for development and expansion of academic programmes in the School. The University (through the Secretary's Office) is in the process of implementing the Language Scheme. A committee has been set up comprising the Director of Education Services and a person from the Buildings Office. The university is in the process of requesting

	submissions from interested parties. Advertisements will be placed in Irish and English language newspapers. A working group will be set up to prepare the draft scheme. The work will be completed by the end of March 2005.
	Programmes and Instruction
P1.2 Review of Fiontar marketing strategy. Recommend the increased utilization of University marketing office and the goodwill around the University. Need to broaden access, e.g. mature students, access etc. Active programme targeted at such groups. Consideration should be given to new methods of marketing e.g. contact through Irish language networks etc. Explore the possibility of offering "stand alone" modules for professional development at both undergraduate and postgraduate level. **(S, F)**	The <u>School</u> is reviewing its marketing strategy. Developments have taken place which, taken along with the PRG recommendations, require a change in strategy. Postgraduate provision has expanded significantly in 2004. The School no longer has the services of an Irish language officer to undertake marketing campaigns. Changes in the funding environment mean that external funds for advertising the BSc programme are no longer available, although EU support for the new postgraduate programme continues until 2006. Large-scale school visits by Fiontar staff are no longer possible or appropriate. Targeted local campaigns will be undertaken but the main thrust of Fiontar's marketing will, from now on, be coordinated with <u>Faculty</u> initiatives (through its newly-established marketing committee) and also with the Communications and Marketing Office and external organisations. Programme Chairs and the Fiontar administrator will be the main coordinators of marketing activities relevant to their programmes. Marketing initiatives will also be channelled through the DCU Access Programme. The School is heartened by the market response to its new Certificate/Diploma/MA in Bilingual Practice. The <u>School</u> will participate in the University's modularisation initiative, and the opportunities it offers for attracting additional students for particular modules. New initiatives, including the development of electronic portfolios, will be investigated during 2005. The <u>School</u> will formulate a targeted marketing plan for (i) undergraduate and (ii) postgraduate recruitment, which will include the (i) compilation of electronic portfolio (ii) databases of contacts in schools and (iii) graphs showing breakdown of current student cohorts by school origins (iv) INTRA placements and (v) graduate employment and other data of relevance to Fiontar marketing. This proposal will be costed and submitted to <u>Budget Committee</u>. The School will develop a pilot transition year module in entrepreneurship aimed at selected schools and in particular Irish medium and Gaeltacht schools that could be delivered both on

	line and face to face. This module would also be a useful marketing tool. This proposal will be costed and submitted to Budget Committee.
P1.3 Need for marketing strategy and support from University Offices. **(U)**	(see Point 1.2 above). The School believes that support from central administration in the University is essential to help to promote the activities of the school and in student recruitment. Such support should form an important element under Communications and Marketing Strategy, in the University's Language Scheme.
P1.4 Two current developments which offer Fiontar particular opportunities are the changing nature of industry within the Gaeltacht and the new Act that requires all government departments and agencies to provide a service through Irish. Fiontar is well placed to capitalise on these in the provision of programmes, possibly offering "stand alone" modules. **(S)**	Since the PRG visit, the School has further implemented initiatives in this area with the introduction of a new MA programme in Bilingual Practice (with support fro the EU Interreg funding). There has been strong interest in this innovative and unique programme. It has a full cohort of 20 part time students on the first intake in 2004. Many travel from outside Dublin and the modules are predominately delivered by the MOODLE e-learning platform. International guest lecturers are a prominent feature of this programme and these are open to the public and advertised.
Scholarship and Research	
P1.5 There is a strong need to put in place an effective research strategy that leads to a flow of publications in well-regarded academic journals. **(S)**	The School will include this recommendation as part of the research strategy. It is envisaged that such a strategy will address the following issues among others: - Recruitment of research students; - Post- graduate education in research methods; - Research funding; - Fiontar staff research outputs; - Publication strategy; Research strategy to be developed in year one with due consideration given to opportunities for collaboration with other linguistic communities.
P1.6 PRG recommends that serious attention be given to defining one or two major projects/ programmes to be funded from outside sources which would lead to	As the PRG report highlighted, Fiontar has built up an impressive track record in attracting additional funding and especially in implementing major EU projects. Since the PRG visit, the School has received EU approval for a major project in Irish language terminology, valued at €737,000, co-funded by the Irish government, to run 2004-7, and currently employing 7

(a) a policy-oriented report or reports for the client and (b) a stream of academic papers based on the same data within the various core disciplines. **(S, F)**	dedicated staff. This project in particular presents opportunities for academic papers, and this priority has been discussed with project partners in the University of Wales, Lampeter. The School will prioritise the identification of other key strategic projects that will enhance the work in core disciplines and further the research agenda.
Staffing, Accommodation and Resources	
P1.7 The low ratio of permanent to temporary staff causes concern and could inhibit Fiontar's development. The PRG recommends the **urgent** appointment of another permanent lecturer at senior level. It also recommends Fiontar draw up a five-year plan aiming to have a minimum of 50% permanent staff within the School at the end of that period. The PRG welcomed the commitment of the President to Fiontar and see an opportunity to make this support visible by supporting the appointment of more permanent staff. **(U)**	The School strongly agrees with this recommendation and feels that the target of a minimum of 50% permanent staff at the end of a five-year development plan is both essential and realistic. Continuation of the current levels and range of provision, including three taught programmes and two major EU projects is predicated on a sustainable staffing structure. The urgency of the permanent senior lecturer appointment has been addressed by the School, and the University has agreed to advertise this post in Spring 2005, as it can be funded within current resourcing levels. A further request for staffing 2005-8 to allow for 50% of posts on a permanent basis, is currently in preparation and will be submitted through the Faculty to Budget Committee in Spring 2005. Full implementation of a sustainable structure will require some additional funding, but continuing with a core of three permanent posts is clearly not an option.
P1.8 Need to increase the number of staff with PhD. The PRG acknowledges that there is some existing support for this in the form of workload distribution practice. However, we recommend some additional resources from Faculty in the form of funding, short sabbatical etc **(F)**	The School will welcome any support from the Faculty in the form of additional resources that will help Fiontar staff to complete their PhDs. Two members of academic staff hold a PhD, three others are registered for PhDs, one nearing completion. The School encourages its staff to undertake doctoral research and facilitates this approach as much as possible within the facilities and resources available.
P1.9 Regulations to allow contract staff the possibility of access to all research funding grants. Due to the current skill mix, it appears that some staff within Fiontar are prohibited from applying for various funding schemes within the University. This needs to be reviewed and a special case made.	Contract staff may be awarded funding in any research scheme run by the university provided that they hold a contract for the duration of the award. The main difficulty arises with applications to external funding agencies, IRCHSS for example. The School feels that the funding mechanisms for research in humanities, and languages, in particular, favour traditional models, rather than innovative, interdisciplinary initiatives in which the School and the Faculty of Humanities and Social Sciences in DCU would have an advantage.

(U)	
P1.10 Due to the current skills mix there is a need for Fiontar to make a series of individual plans to support staff in completing PhD studies. **(S)**	Individual staff from Fiontar undertaking research for PhDs will continue to be supported by payment of fees and allocation of a weekly research day, appropriate to their research commitments. Requests for funding for individual staff to present papers at conferences will continue to be facilitated by Fiontar, as much as possible, if other funding avenues have been explored. Fiontar recognises the constraints, which a small interdisciplinary environment places on individual researchers in the development of their individual specialisms, where critical mass of researchers is not achievable in the School. The School will benefit from Faculty initiatives, to be undertaken by the Associate Dean of Research, in particular, training in research methods and supervision of postgraduate students. Although the School welcomes the opportunity for research support and initiatives across the Faculty, some of the specialisms particular to Fiontar staff are not relevant to the Faculty of Humanities and Social Sciences. Individual staff are actively encouraged to form links appropriate to their research needs outside the school, the faculty, and the university. The School recognises that its academic status in the future will largely depend on individual researchers who are able to create and develop research networks within the broader research community, nationally and internationally.
	Social and Community Services
P1.11 PRG recommends the broadening of access to Fiontar programmes e.g. mature students or the "Access programme". **(S)**	Since the PRG visit, the School has already made progress in this area by the development of the MA in Bilingual Practice. It is also envisaged that the introduction of modularisation by the University will offer additional opportunities for the introduction of additional modules. Further development in online delivery will also allow Fiontar to target the mature student and those outside DCU's catchment area more actively.
P1.12 PRG recommends the continued contribution of Fiontar to the development of education as was demonstrated in the development of teaching	The School will continue to prioritise the development of Irish language terminology. The major expansion of this provision through the EU-funded project (see P1. 6 above), will enable DCU to make a highly relevant contribution to the use of ICT in Irish by all schools and by the general public, and EU funding was allocated on the basis of the project's broad

materials e.g. the terminology dictionary and the conference at the start of 2003. **(S)**	reach. The <u>School</u> will continue to develop links in the international community and undertake initiatives requiring shared expertise in the area of minority-language educational provision.

P2: A recommendation that is important, but can (or perhaps must) be addressed on a more extended timescale.

Recommendation in Peer Review Group Report (The appropriate level of the response is given in brackets, be that at the level of the School **(S)**, Faculty **(F)** or University Executive/Senior Management **(U)**	*Response in Quality Improvement Plan*
Background and Context	
P2.1 While there is a number of informal interdisciplinary links between Fiontar and other units within DCU, the PRG emphasised the need for Fiontar to improve "networking" within the University **(S, F, U)**	The <u>School</u> agrees with the PRG recommendation that every effort should be made to network effectively within the University structures. Fiontar staff represent the <u>School</u> on major <u>University</u> structures including Academic Council, The Faculty Board, Research Advisory Panel, Disability Committee, Teaching and Learning Committee among others. The School welcomes new opportunities for participation in new <u>Faculty</u> committees and others arising from Theme Leader Activities (see also P 2 .6)
P2.2 While there appears to be a perception by Fiontar of isolation within the Universit**y** and a perception that "Fiontar is different" within the University, students appear to be well integrated and the School is represented on University Committees e.g. RAP. Also there is a number of informal interdisciplinary links between Fiontar and other units within DCU. PRG recommends institutionalising some of these links. **(S)**	The <u>School</u> will implement this recommendation over the period of the five year development plan. The school does not necessarily see "Fiontar is different" as something that should be changed but rather positively exploited. This recommendation falls within issues of policy, administrative structures and resources, which will be considered in the formulation of the five year development plan.

Organisation and Management of the School	
P2.3 Location of Fiontar within Humanities faculty. Care must be taken to ensure that the placing of Fiontar with Humanities does not impede the relationship and development of further links with Computing and Business. **(S, F)**	Computing and Business modules continue to be central to the undergraduate and the MSc programme. They are also important areas of study in the MA programme, primarily in Public Administration. The <u>School</u> is conscious that Humanities modules form an important but not an exclusive focus for School development. Opportunities for interdisciplinary cooperation will also arise from modularisation initiatives and from cross-faculty projects. The current physical location of Fiontar academic staff and its Irish-medium administrative support is in DCUBS. This is recognised by the School as a crucial factor in maintaining primary association with Business in the minds of staff and students and external visitors generally, particularly those involved in enterprise start-ups. Business is the biggest sector employing Fiontar graduates.
P2.4 Reactivation of advisory Group of internal and external people to make up an "advisory board" to support and develop Fiontar. **(F)**	The <u>School</u> will set up a new advisory board, as recommended. The <u>School</u> is of the view that such an 'advisory board', while broadly based. should operate under the management of the <u>School</u> rather than at <u>Faculty</u> level.
P2.5 Fiontar and Faculty to develop a mission statement recognizing the direction and ethos. **(S, F)**	The <u>School</u> will develop a mission statement as part of the five-year development plan and will contribute to the <u>Faculty</u> mission statement.
P2.6 PRG recommends that Fiontar develop a timetable of meetings with support services within the University to develop collaboration, perhaps naming a "link" person from Fiontar for each service. **(S, F)**	The new structures in the <u>Faculty</u> of Humanities and Social Sciences will provide the basis for much of this activity. The School administrator is the link and main contact point between the <u>School</u> and <u>university</u> services. Co-ordination will be facilitated by the new administrative arrangements, whereby the <u>School</u> retains a Secretary (Grade III) and the <u>Faculty</u> Office will provide Grade IV support through Irish. The School has valuable links with the external language community that it serves. With a core of 7 full-time academic staff, the School is conscious that additional requirements to sit on committees may become an excessive burden on limited staff resources, and a reasonable balance must be achieved.

Programmes and Instruction	
P2.7 PRG recommends that Fiontar should monitor the risk of dilution of the business element in the degree course as this had contributed greatly to the attractiveness of graduates to the employment community. **(S)**	(See response to P2.3 above). The interdisciplinary combination of language with business and I.T. applications is usually cited as the principal motivation during postgraduate recruitment and makes DCU an attractive alternative to more traditional universities.
P2.8 Work on a marketing plan, e.g. develop electronic portfolio. **(S, F, U)**	(see 1.2 above) A marketing plan will form a substantial element of the development plan for the School and cooperation with the Communications and Marketing Office is seen as essential to the success of such a plan. The development of an "electronic portfolio" approach will be researched, developed and tested in the short term, resources permitting. Essentially, this will be a comprehensive website, with good links to projects and resources,
P2.9 Need to continue to explore alternative delivery of programmes **(S)**	The School considers this area to be of great importance to the continued success and development of Fiontar. Since the PRG visit in March, the School has already undertaken a major initiative in the development of the new MA programme. This programme is delivered through intensive teaching and workshops at weekends and by online instruction through MOODLE. The School has translated MOODLE into Irish with financial assistance from a Teaching and Learning Initiative within the University.

P3: A recommendation which merits serious consideration but which is not considered to be critical to the quality of the ongoing activities in the School.

Recommendation in Peer Review Group Report ((The appropriate level of the response is given in brackets, be that at the level of the School **(S)**, Faculty **(F)** or University Executive/Senior Management **(SM)**	*Response in Quality Improvement Plan*
Organisation and Management of the School	
P3.1 Development of a workload allocation tool **(F)**	The <u>School</u> will actively cooperate with initiatives undertaken by the <u>Faculty</u> to develop a workload allocation tool.
Scholarship and Research	
P3.2 Congratulations to Fiontar on its recent conference. It is recommended that Fiontar continues such flagship initiatives and that the University support such activities. **(S)**	The <u>School</u> will continue with such flagship initiatives, as resources permit. Under the EU Interreg Project 3D/Fiontar teanga, a series of international experts are giving guest lectures on the Diploma / MA in Bilingual Practice during 2004-05.
Staffing, Accommodation and Resources	
P3.3 Need to develop "mentoring" for staff new to teaching. **(S)**	The <u>School </u>will give due consideration to developing further the resource pack and informal mentoring arrangements which already exist. It is also proposed to continue linguistic and terminological support for teaching staff and to continue to seek external funding for staff training and development in these areas. Maximum use will be made of <u>Faculty</u> initiatives to support staff networking and development, the Faculty conference, for example.

P3.4 Need for more support from the University for Fiontar staff, e.g. orientation for new staff. **(U)**	New <u>School </u>staff participate in orientation and induction training programmes when organised by the Training and Development section of <u>Human Resources</u>. An introductory session in Language Awareness and Legislative Requirements for all new DCU staff during this induction would be a welcome addition under the Irish Language Scheme, which the <u>University</u> is now required to prepare.

3.   PRIORITISED RESOURCE REQUIREMENTS

1. Marketing Plan

A. Formulation of targeted marketing plan for (i) undergraduate and (ii) postgraduate recruitment.
Plan to include (i) compilation of electronic portfolio (ii) databases of contacts in schools and (iii) graphs showing breakdown of current student cohorts by school origins (iv) INTRA placements and (v) graduate employment and other data of relevance to Fiontar marketing

Proposal to be costed and submitted to Budget Committee.

B. Develop a pilot transition year module in entrepreneurship aimed at selected schools and in particular Irish medium and Gaeltacht schools that could be delivered both on line and face to face. This module would also be a useful marketing tool.

Proposal to be costed and submitted to Budget Committee.

4. SUMMARY OF ONE-YEAR PLAN 04-05.

1. Formulation of a five-year HR strategy for Fiontar to be agreed between School, Faculty and University. Agreement in principle on this recommendation is a prerequisite for the five-year development plan, if the current level of services is to be maintained and opportunities for development exploited.

2. Development of a research strategy by Autumn 2005 for implementation over 5 year period.

3. Development of marketing plan and initial implementation and test "electronic portfolio" as an essential element of the marketing strategy.

4. Develop the delivery of courses through on line delivery and especially through MOODLE, including development of 9 new modules for Certificate / Diploma / MA in Bilingual Practice.

5. Implementation of principal activity phase of EU project Fiontar Téarmaí Unedig

6. Completion of a 5-year Development Plan 2005-10 according to resource allocation agreed under 1 above.

5. SUMMARY OF FIVE-YEAR PLAN 2005-2010

1. Development of third level education through the medium of Irish and Fiontar's role and position within that development;

2. Formulation of Mission Statement for Fiontar;

3. Identification of the domains and approaches for future developments by the preparation of a strategic intent document;

4. Identification of the necessary resources needed for the development of Fiontar for five years and beyond;

5. Implementation of research strategy over the period that will strengthen the academic position of Fiontar and encourage publications;

6. Development of alternative teaching strategies and, in particular, on-line approaches to the delivery of courses;

7. Identification of new programmes relevant to Fiontar's strategic development and possible reconfiguration of existing programmes in response to market opportunities.

APPENDIX ONE

The members of:

- **Unit Quality Committee (for the Self-Assessment Report)**

  An Dr. Peadar Ó Flatharta

  John Walsh

  Máiréad Nic Giolla Mhíchíl

  Ciarán Mac an Bhaird

  Bairbre Ní Chonghaile

  Sorcha De Brún

- **Peer Review Group**

  Dr. Donncha O'Maidin, Department of Computers Science & Information Systems, University of Limerick, Limerick (Chair)

  Prof. Maureen Murphy, Department of Curriculum & Teaching, Hofstra University, Long Island, New York, USA

  Prof. Brendan Whelan, Director, Economics & Social Research Institute, Dublin

  Prof. Martin Clynes, School of Biotechnology, DCU

  Ms. Sheelagh Wickham, School of Nursing, DCU (Rapporteur)

- **Unit Quality Committee (for the Quality Improvement Plan)**

  An Dr. Caoilfhionn Nic Pháidín

  Ciarán Mac an Bhaird

  Emer Ní Bhrádaigh

  Máire Ní Sheighin

  Máiréad Nic Giolla Mhíchíl

  Niall Ó Cearbhaill

  An Dr. Peadar Ó Flatharta

  Cathal Ó Foirréidh